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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) reasoning strategies used by gifted and average fifth grade children in written discourse; (2) the effect of mode of discourse on the syntactic complexity of the written expression of learning disabled students at three grade levels; (3) metainstructional, extralinguistic awareness, and the development of writing skills in college-level basic writers; (4) indicators of quality in natural language composition; (5) students' perceptions of composing as reflected through Kelly repertory grids; (6) the effects of an assigned rhetorical context on the syntax and holistic quality of the writing of first-year college students; (7) the relationship of television viewing, reading, and the home environment to children's creativity, creative writing, and writing ability; (8) autobiographical writing in adolescents; and (9) relationships between selected dimensions of writing and drawing in first grade children's compositions. (FL)

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Compiled by the Staff
of the
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Abstracts of the following dissertations are included in this collection:

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Bailey, Edward P., Jr.
WRITING CLEARLY: A CONTEMPORARY APPROACH

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REASONING STRATEGIES UTILIZED BY GIFTED AND AVERAGE FIFTH GRADE CHILDREN USING WRITTEN DISCOURSE

Order No. DA8229107

ANDERSON, MARGARET ANN, PH.D. *University of Denver*, 1982. 156pp.

The purpose of this study was to identify and compare reasoning strategies used by gifted and average children in solving written discourse problems. The investigation focused on the following questions: (1) Do gifted and average elementary children use the same types of reasoning strategies when solving written discourse literal and inferential questions? (2) If gifted and average children use similar reasoning strategies solving written literal and inferential questions, do they apply them with equal frequency? (3) Are there differences in the frequency of correct responses for reasoning strategies between the two question types for gifted and average children?

Student subjects in the study were 30 fifth grade public school children. The children were divided into identified subgroups of gifted and average ability.

Data from this study were secured from the *Comprehension Test* of the *Gates-MacGinitie Reading Test* (Level D-Form 1).

Individual protocols for each individual subject were obtained by individually testing each subject using a think aloud procedure. Taped responses were transcribed and used as the data for the study.

A classification system was employed to organize the data for analysis.

Selection of strategy use by each group was determined as well as the frequency of strategy selection. Tests for significance between the proportions of strategy use and level of success achieved were conducted.

It was concluded that both average and gifted subjects would benefit from the refinement of the high frequency strategies usually chosen and the opportunity to observe modeling of other strategies available.

Question type determined which strategy was chosen by each group and affected the level of success achieved. Gifted subjects generally had a higher level of success.

Both groups need increased opportunity to solve inferential-type questions. Gifted children exhibited a wider range of strategy use with this question type and should refine those strategies using content which is by its nature more abstract.

As gifted subjects demonstrated the ability to manipulate multiple ideas, they should be provided content and curriculum equal to that cognitive development.

Instructional strategies should be developed to help less advanced children learn ways of problem solving which are more efficient and effective.

WRITING CLEARLY: A CONTEMPORARY APPROACH

Order No. DA8310028

BAILEY, EDWARD P., JR., PH.D. *The University of Iowa*, 1982. 201pp. Supervisor: Associate Professor Paul Diehl

In the past decade or so--since the time psychologists and linguists began taking a serious interest--the study of how we read has been revolutionized. In many cases, scientific experiments have helped us replace guesswork and intuition with empirical support. My dissertation reviews the pertinent advances in reading theory and applies them to how we should write if we wish to be clear. This approach permits greater objectivity than in the past for judging the value of traditional advice on how to write clearly.

I begin my dissertation by laying theoretical groundwork in Part A, "A New Perspective," that will help the readers accept the specific applications I suggest in Part B, "A New Style."

In Part A, then, I introduce my subject and have separate chapters on removing misconceptions about writing and language; on how we write; and on how we read.

In Part B, I discuss some traditional advice on clear writing in terms of recent psycholinguistic advances. I have chapters on each of these areas: informal writing, simpler words, natural word order, conciseness, and transitioning.

I conclude that most of the traditional advice on clear writing needs revision. And often where the underlying advice was essentially correct, the rationale behind it was too simplistic or, in some cases, entirely wrong.

THE EFFECT OF MODE OF DISCOURSE ON THE SYNTACTIC COMPLEXITY OF THE WRITTEN EXPRESSION OF LEARNING DISABLED STUDENTS AT THREE GRADE LEVELS

Order No. DA8303333

BLAIR, TERESA KAYE, ED.D. *The University of Alabama*, 1982. 118pp.

Learning disabled students have demonstrated much difficulty in written expression. A limited number of studies have investigated the written expressive abilities of this population. No studies with learning disabled students which investigated the effect of situational factors, such as mode of discourse, on syntactic complexity have been reported.

The purpose of this study was to examine the effects of mode of discourse on the syntactic complexity of the writing of learning disabled students at grades 6, 8, and 10. Two indices of syntactic complexity, T-unit length and Syntactic Density Score, were analyzed to determine if there were differences between the two modes of discourse, description and argumentation, at each grade and to determine if there were increases in syntactic development from grade 6 to grade 10 in each mode. Additionally, the frequency of sentence types and syntactic patterns in each mode at each grade level was examined.

The written language samples of 54 learning disabled students were elicited in each mode of discourse using a stimulus film without narration. Samples were analyzed using the Kidder computer program to determine Syntactic Density Score. Frequencies of sentence types and syntactic patterns were determined and converted to percentages representing proportional use.

A two way ANOVA with repeated measures on one dimension (mode) was performed for each syntactic measure, T-unit length and Syntactic Density Score. Proportional use of each sentence type and syntactic pattern was determined for description and argumentation at each grade level. Sign tests were performed to determine significant differences between modes for each sentence type and syntactic pattern.

Results of this study indicated significant differences between the two modes of discourse, description and argumentation, as measured by two indices of syntactic complexity. Argumentation produced the greater syntactic complexity in the written expression of learning disabled students as measured by T-unit length and Syntactic Density Score. Significant differences across grade level were not observed for either measure. Differences were observed in the frequency of use for sentence types and syntactic patterns between the two modes of discourse at each grade level, with the argumentative mode evidencing greater use of more complex syntactic structures.

LEARNING TO WRITE: REFLECTIONS OF TEACHERS WHO WERE SELECTED AS PARTICIPANTS IN THE SOUTHEAST IOWA WRITING PROJECT

Order No. DA8310036

BUSWELL, LINDA KAY WALLACE, PH.D. *The University of Iowa*, 1982. 113pp. Supervisor: Professor John W. Conner

The purpose of this report was to review the collective memories of secondary and elementary teachers as they recall their experiences in learning to write. Five hundred sixty-one experienced teachers participated in the Southeast Iowa Writing Project between 1978 and 1982. To gain entrance to the program, the applicants were asked to demonstrate their own proficiency in writing by submitting a composition detailing their experiences in learning to write and their philosophy of the teaching of writing. For these teachers conditions in our society had worked to produce writers. It seemed appropriate to examine these recollections, both positive and negative, to see what common traits existed. What conditions contributed to the growth of these teachers as writers? What conditions interfered with learning to write for these people? Are their experiences in learning to write reflected in their philosophies of the teaching of writing? The answers to these questions suggest ways in which writing could be taught more effectively.

Categories of writing experiences were established by reading the first 100 autobiographies/philosophies. Subsequent autobiographies/philosophies were read to substantiate the established categories.

From the collective memories of the Southeast Iowa Writing Project emerged implications for ways that the home and school could help create an environment in which children wanted to write and did write.

The home environment of young children should be one in which children were read to by parents, in which parents encourage an active participation in family conversation and language games, and in which parents support and encourage children's early attempts at writing.

The influence of this early environment must be carried on in the school environment. Ideally the classroom environment should be one in which the teacher provides the students with a "nurturing environment" (Murray) by valuing the student as a person and as a writer. Ample opportunity for the student to write about topics of importance to him/her should also be provided. Recognition and reward help build the student's self-confidence in his writing ability.

Overzealous use of the red pen, overly critical comments or a predominance of negative comments, and an overattention to surface detail and format tend to undermine a "nurturing environment" (Murray) by producing fear, resentment, anger, and frustration in student writers.

META-INSTRUCTION, EXTRA-LINGUISTIC AWARENESS, AND THE DEVELOPMENT OF WRITING SKILL IN COLLEGE-LEVEL BASIC WRITERS

Order No. DA8300228

COUGHLIN, ROBERT MICHAEL, PH.D. *The Ohio State University*, 1982. 302pp. Adviser: Professor Donald Bateman

An important pedagogical and psycholinguistic issue in the development of language skills has been the role played by metacognitive awareness in the process. In this dissertation I examine the teaching and learning of college-level Basic Writing skills, particularly focusing on how the students use the teacher's meta-instruction, and examining if extra-linguistic awareness (an expanded concept of metalinguistic awareness, taking in a conscious awareness of the structures, functions, and processes of college essay writing) plays a necessary and/or facilitating role in the development of such skills.

This research project made use of qualitative methodology, and featured ethnographic data collection and analysis. The study was also collaborative, including the active participation of the teacher of this class. Besides the day-to-day ethnographic observation, data sources included two interviews of each student, and a composing protocol for each student. The protocols were attempts to exteriorize the thinking and composing processes--students were asked to think out loud in the presence of a tape-recorder as they composed. The protocols turned out to be among the most valuable and fascinating of my data sources. Other data sources included various kinds of student texts: edited papers, in-class exams, preparatory writings, and journals.

These data yielded a richly contextualized portrait of the teaching of Basic Writing, showing how the students used (and occasionally abused) the instruction. The data were shaped into case studies of the teacher and five of the fifteen students from this class. Some trends noticed include: similar school histories (little or no practice or instruction in composing); preference for the narrative mode; reification of instruction leading to rigid texts; superficial editing processes; writing for the teacher; difficulty in expressing their exact meanings.

Much was also revealed about the role of meta-awareness in composing. The relationship between awareness and text maturity is exceedingly complex and apparently variable with different individuals. Meta-awareness of composing issues seems to need to give way eventually to automaticity in composing if the students are to develop more mature and efficient composing skills.

INDICATORS OF QUALITY IN NATURAL LANGUAGE COMPOSITION

Order No. DA8229746

DONAHUE, BARRY JOHN, ED.D. *Montana State University*, 1982. 162pp.

This study was designed to: (1) examine the relationships that exist between various commonly used measures of writing quality; and (2) determine to what extent experienced English teachers and prospective English teachers agree in their opinions of writing quality. The measures of writing quality chosen for comparison were Holistic scoring, Atomistic scoring, Mature Word Index, Type/Token Index, Mean T-unit Length, and Syntactic Complexity. The Holistic and Atomistic methods are subjective and thus required several human raters, while the other four methods are objective and could be scored using mechanical procedures. Four groups of raters were used in the study, corresponding to all possible combinations of subjective methods (Holistic and Atomistic) with experience levels (experienced teachers and prospective teachers). Both the Holistic and Atomistic methods provided very high reliability coefficients for all groups of raters, but there was a large range of reliabilities for the categories of the Atomistic method. The conclusions of the study were: (1) The Atomistic scoring method is more time-consuming and no more reliable or informative than Holistic scoring. (2) Many of the factors generated by Diederich do not provide reliable results between raters. (3) The Mature Word Index and Type/Token Index are accurate measures of writing quality, while the Mean T-unit Length and Syntactic Complexity Index are not. (4) Writers do not misuse or misplace mature words as they often do syntactic structures. (5) Student raters judge writing as a whole in essentially the same manner as do expert raters, but are slightly less able to distinguish the various factors of quality writing.

The recommendations made in the study included preference of Holistic methods over Atomistic methods, distrust of the Mean T-unit Length and Syntactic Complexity methods, and the need to convey to prospective teachers their competence as judges of writing quality.

A STUDY TO DETERMINE ESSENTIAL COMPETENCIES FOR TECHNICAL WRITING STUDENTS IN THE TWO-YEAR COLLEGES OF THE SOUTHEASTERN STATES

Order No. DA8308509

EASOM, ROGER D., ED.D. *Memphis State University*, 1982. 181pp.

Purpose of the Study. Technical writing has become an integral part of the two-year college curriculum and is now a requirement in most associate degree technical programs. Informal research indicates that course requirements vary significantly throughout the Southeastern region. This study sought to determine the essential competencies or skills in technical writing required of technicians by surveying noted authorities, two-year college instructors, employers of two-year college students, and graduates of two-year college technical programs.

Procedure. Questionnaire surveys were made of four groups comprised of 433 subjects: 73 authorities, 91 instructors, 109 employers, and 160 graduates. The subjects rated fifty-five competencies or skills in technical writing for two-year college students. The responses were used to analyze the communication needs of employees as viewed by academicians, professional writers and editors, and personnel from business and industry. Data from 255 usable returns were processed by the Memphis State University computer using the Statistical Package for the Social Sciences (SPSS) and were interpreted through tables and comparative analyses.

Findings. The four groups selected thirty-three items as essential competencies or skills for two-year college students. The respondents rated twenty-two items as either not applicable or nonessential. For most of the fifty-five items tested in the survey, the groups were in overall agreement in rating items as essential or nonessential. However, concerning the disputed items, responses from authorities and instructors were similar, while responses from employers and graduates were alike. This trend indicated that academicians might not fully understand some of the communication requirements of business and industry. Most of the items that resulted in disagreement among the groups dealt with report writing competencies or skills which were considered nonessential by employers and graduates.

Conclusion. The technical writing curriculum in the two-year college needs to be refined through instructors' maintaining closer contact and communication with business and industry. Instructors can better meet the needs of their current students by surveying former students and their employers.

AN INVESTIGATION OF RELATIONS AMONG GRAMMATICAL SUBJECTS, INITIAL SENTENCE ELEMENTS, AND PARAGRAPH STRUCTURE IN WRITTEN EXPOSITORY DISCOURSE Order No. DA8303207

GORDON, BARBARA LYNN, PH.D. *State University of New York at Buffalo*, 1982. 174pp.

This study involved the discourse analysis of twenty-two brief expository texts selected from a variety of periodicals. Each sentence in the texts was coded according to eleven variables, all of which dealt with characteristics of grammatical subjects and initial sentence elements. Specifically, the variables determined the referentiality of grammatical subjects and initial elements, whether the grammatical subject coincided with the initial element, where the grammatical subjects changed, the anaphoric reference to the grammatical subject, and, the function and type of the initial sentence element. The frequency of all these variables was determined, as well as the conditional relative frequency distributions of each variable with the sentence position in a paragraph, and with respect to the paragraph's position in a text.

It was found that frequency of occurrence of certain characteristics of grammatical subjects and initial elements varied depending on the position a sentence occupied in a paragraph. In addition, these frequencies differed depending on the paragraph's position in a text, which is evidence that beginning, middle, and final paragraphs are distinct from one another with regard to certain characteristics. The results were interpreted in terms of topicality, and the functions sentences serve in a paragraph. This investigation led to the conclusion that writers employ different discourse schemata when producing, opening, middle, and closing paragraphs and that these schemata are a means of creating textuality.

STUDENTS' PERCEPTIONS OF COMPOSING AS REFLECTED THROUGH KELLY REPERTORY GRIDS Order No. DA8305338

HATLEY, HELEN JEAN, PH.D. *The Ohio State University*, 1982. 213pp. Adviser: Professor Frank Zidonis

Using George Kelly's personal construct theory and his repertory grid methodology, this study employed a case study approach to examine the usefulness of a repertory grid in eliciting students' perceptions of composing. Extensive samples of nine students' writings were collected and were categorized into James Britton's function categories of poetic, expressive, and transactional writing.

In an interview, each student was asked to provide constructs about nine selected samples of writing which encompassed James Britton's three function categories. The student was asked to scrutinize three of the nine pieces of writing to determine a way in which two were alike and the third different. The likeness became a construct and the difference a contrast pole of the construct. Using different combinations of three from the nine writings, the interview continued in this manner until 10 constructs were elicited. The study was asked to scale all nine pieces of writing on all 10 constructs.

The completed grid matrix was computer analyzed using FOCUS, a computer program developed by Laurie Thomas of Brunel University. FOCUS reordered the raw data into clusters, grouping by a two-way clustering in which both elements (the nine samples of writing) and constructs (bipolar descriptions elicited in the repertory grid interview) were optimally matched. Grouping of clustered elements and constucts were examined for insights into how each student perceived composing. Possible applications of each analysis were provided.

It was concluded that the repertory grid was a valuable diagnostic instrument to examine students' perceptions of composing. It was also concluded that the grid served as a one-to-one teaching device when each student shared in a conversational feedback about the meaning structure of the grid.

A REGRESSION MODEL OF THE GRADING PROCESS EMPLOYING VARIABLES DRAWN FROM THE THEORY OF GIVEN AND NEW INFORMATION Order No. DA8228829

HOULETTE, FORREST THOMAS, PH.D. *University of Louisville*, 1982. 164pp.

This study sought a procedure for discovering how to measure writing quality. A guiding assumption was that writing quality is judged by teachers and researchers according to various paradigms, and that the best scheme of measurement is to verify the accuracy of these expert judgments by empirical methods. The study examined how notions of writing quality arise from theories of rhetoric and linguistics, and how measures can be deduced from these notions, setting validity of the supporting theory and relationship to readability and to language use as guidelines for deduction. Two new variables, percentage of content words given and content words per t-unit, were deduced from the theory of given and new information, and tested, along with Hunt's clause-to-sentence factors, in Brunswick's lens model, a multiple regression model of decision making, to see if any of the variables might serve as an environmental criterion for verifying the accuracy of grading decisions. Significant correlation with grades over three separate samples was considered a minimal test for an environmental criterion.

Three sets of papers, two graded by primary trait scoring and one by holistic scoring, were analyzed for the seven variables and a lens model equation constructed for each. In only one set were significant results obtained, percentage of content words given and words per sentence explaining 22% of the variation in the grades, percentage of content words given alone explaining 17.3%. Stepwise regression in the nonsignificant studies, however, indicated that percentage of content words given might prove useful in studies of papers graded by primary trait methods. For the holistically graded sample, both regression procedures yielded uninteresting results.

The study did reveal, however, that modelling may be a fruitful way of gaining insight into the grading process. Models might reveal if an environmental criterion can be located, whether graders employ acceptable standards, whether models can be used to train graders, whether reliably gradable assignments can be developed, whether graders respond differently to different levels of student ability, and whether evaluative schemes proposed by different rhetorics are equivalent.

STUDIES IN PROCESS: WRITING AND ARCHITECTURAL DESIGN Order No. DA8301589

LINETT, DEENA SCHIFF, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 258pp. Chairperson: Robert P. Parker

This case-study of a writer and an architect each in process of making one thing demonstrates the species-specific engagement in making which is grounded in human biology and which cuts across all cultures in all times.

The researcher, working naturalistically, interviewed a journalist and an architect on several occasions and discussed their emerging products with them. The centerpiece of the study is composed of (edited) transcripts of their discussions of their process; an Appendix contains drafts of the writer's work and her completed, published article, along with researcher's analysis of the writer's process.

Findings: in every making endeavor the maker seems to recapitulate the Piagetian stages moving from sensori-motor operations to the most formal and abstract operations. The study points up the tension between the ideal and the possible in the mind

of the maker, and, by taking the reader through each step the makers took, enables him or her to better understand the solid grounding in the self necessary for the emergence of the made object.

The implications for teachers which grow out of the study are that writing is more like an art, even when it is expository, than it is like anything else, and that therefore it should be taught as art is, in workshops, with close attention to the values, beliefs, and attitudes of the individual maker. The study points also to the elements of fear in the making process, asserting that fear of failure underlies every attempt at making and is probably a core emotion for the maker. Gesture, which has been insufficiently documented in other studies, is discussed in connection with making; the researcher asserts that no making can take place without full body involvement, a departure from the brain-hand-eye concert usually understood in connection with writing and other making.

Finally, implications for research indicate that investigations are needed to document the movement of writers (and other makers) through the Piagetian stages; investigations into neurobiological aspects of writing as it takes place in the body as well as the mind, would also prove fruitful.

THE EFFECTS OF AN ASSIGNED RHETORICAL CONTEXT ON THE SYNTAX AND HOLISTIC QUALITY OF THE WRITING OF FIRST YEAR COLLEGE STUDENTS Order No. DA8303225

McANDREW, DONALD ANTHONY, PH.D. *State University of New York at Buffalo*, 1982. 114pp.

The purpose of this study was to find what effect, if any, the presence of a description of a rhetorical context in a writing task had on the holistic quality and syntax of the resultant writing. A second purpose was to see that if there was an affect, would it be the same for both high and low ability writers. One hundred seventy-five first year college students were randomly assigned to either the rhetorical context or no rhetorical context group. They wrote two pieces; then writing of the fifteen highest ability writers and the fifteen lowest ability writers in each of these groups was scored holistically and analyzed for words per T-unit, words per clause and clauses per T-unit.

The results indicated that supplying a description of a rhetorical context in a writing assignment did not significantly effect the holistic quality or syntax of the writing produced in response. This conclusion was also found to be true whether the writer was judged to be of high or low ability. It would seem, then, that teachers and/or evaluators need not invest the time and energy necessary to create rhetorically specific tasks.

THE RELATIONSHIP OF TELEVISION VIEWING, READING AND THE HOME ENVIRONMENT TO CHILDREN'S CREATIVITY, CREATIVE WRITING AND WRITING ABILITY Order No. DA8227706

PEIRCE, CATHERINE LOUISE, PH.D. *The University of Texas at Austin*, 1982. 133pp. Supervisor: Wayne Danielson

The relationship of television viewing, reading and home environmental factors to children's creativity, creative writing and writing ability was studied by surveying and testing 102 children aged 10 to 14. Each child completed a questionnaire asking about viewing habits, reading habits and interest in other after-school activities. Their parents were also given a questionnaire, asking many of the same questions as the children's, in order to provide a check for the children's answers. The children took Torrance's Tests of Creative Thinking and their scores, determined by guidelines set out by Torrance, provided the measure of creativity. They also completed a creative writing assignment, graded by independent coders, which provided a score for creative writing and one for writing skill.

Pearson correlations found several significant associations: Creativity, creative writing and writing correlated positively with each other and with number of non-text book books read per month and with parental level of education. Number of different after-school activities engaged in during the week correlated positively with creativity. Parent behaviors--restricting viewing hours and programs, reading to the child and watching and discussing programs with the child--correlated positively with creative writing and writing skill. Television viewing hours correlated negatively with all three and was found, through multiple regression, to be the greatest predictor of all three, followed by number of books read. Parental level of education contributed the least to the ability to predict any of them.

AN EXPLORATORY STUDY INVOLVING THE CHARACTERIZATION AND EVALUATION OF THE SCIENCE THEME WRITING OF SELECTED SECONDARY SCHOOL STUDENTS Order No. DA8303240

PRIDGEON, ANTHONY RONALD, PH.D. *State University of New York at Buffalo*, 1982. 223pp.

The threefold purpose of this exploration was: to identify qualities inherent in science themes written by students in grades nine through twelve, to devise a mechanism for evaluating those themes on a quantifiable basis and to procure some key impressions from secondary school students about writing science themes.

The sample for this two year investigation consisted of 100 randomly selected volunteers from the total science enrollment of an urban high school in Western New York. Each student, except the first year graduating seniors and the second year incoming freshmen, produced four themes in compliance with the strict directives of the assigned tasks. The purpose, audience and voice were clearly identified within the context of each task. Following the submission of each pair of themes for each year of the study, the students participated in a privately taped interview. The interview solicited from the students their perceptions of factors which may have influenced the way they generated their themes.

The themes were evaluated by two readers who applied primary trait scoring guides similar to those developed most recently for the NAEP. A comparison of the scores assigned by the readers yielded an interreader reliability of .92. Multivariate analyses of the total scores and subscores lent support to eight research hypotheses. Among the more significant results were the following. Overall, females generated better themes and exhibited the greatest amount of growth over the two years of the investigation. Furthermore, writing performance improved as either grade level or task experience increased. Finally, final examination averages in English and science proved to be good predictors of writing performance.

The interviews revealed that science students often do not understand how to apply effective writing techniques in their science themes. Many students also view science themes as strictly content oriented. Finally, perceived high parental interest and anticipation of a need for writing skills in their intended careers tended to spur the student's enthusiasm for writing.

The implications of the study reflect a need to assess science teacher education and high school science instruction and to modify student perceptions of the role of writing in science.

AUTOBIOGRAPHICAL WRITING IN ADOLESCENTS: AN EXPLORATORY STUDY Order No. DA8302973

ROSEN, ELIZABETH McCLURE, PH.D. *University of Illinois at Urbana-Champaign*, 1982. 138pp.

This study developed out of the researcher's effort to clarify the effect of autobiographical journal writing. In the associative model students participated in guided imagery with an open-ended conclusion, allowing for free association and descriptive writing. Each imagery task was paired with autobiographical writing, which encouraged a strong base within each writer's experience. In the analytical model the students participated in the same autobiographical writing task, but heard an example by an autobiographical writer read aloud or were directed to use an affective framework for the analysis of the material written by individuals or small groups. The control group completed a news reporting unit and several short writing assignments.

Four test measures of writing were taken during the experimental intervention. The tests, "My Home" and "My Home Town," were very general writing assignments of the type used in cross-cultural studies. The "letter" post test was designed to focus on the use of the affective framework for analysis emphasized in the analytical group's writing. "Now, the Open Moment," the associative post-test measure, was designed to focus on the use of the imagery emphasized in that group's writing. In addition, two measures looked at the students' response to the pedagogical condition in which they were involved. They submitted to the International Education Association "Response to Literature" measure, and responded to a questionnaire about their reactions to the writing program they had participated in during the quarter.

Results. It was found that the associative model brought about an equalization of the sex differences on content measures noted in the pre-test.

The variance of the males in the analytical model increased greatly over the course of the treatment, indicating a polarization effect.

The results of the study indicate that the students were split in their reaction to the writing experience in which they participated. From this survey, it would seem that students should be given an introductory experience with these pedagogical models and then offered a choice as to the type of writing experience they would like to pursue.

PROBLEM-SOLVING AND DATA-ORGANIZING METHODS APPARENT IN THE PRELIMINARY PLANNING AND RESEARCH PHASES OF WRITING AN INFORMATIONAL REPORT

Order No. DA8307702

TRAIP-OR, THOMAS, PH.D. *New York University*, 1982. 323pp.

This is an exploratory study, a report of case study research to discover if a methodology of the invention process can be modeled. It presumes further research and testing. It is both a descriptive and a philosophical study, a series of four case studies and a model of the invention process. Four professional writers were observed as they researched and synthesized diverse information on a current issue in the news and as they analyzed and structured these data into a cognitive representation of the issue, preliminary to writing a report on it. The study was limited to invention methods apparent in the writing of an informational type of research report, an expository or analytical type of writing task. The model proposed here is based on a comparative analysis of the four cases and on speculative research in cognitive psychology, informational processing, long-term and short-term memory structure, problem-solving, and epistemology. The goal of the research, beyond proposing a working model of the invention process, was to recommend a curricular approach to teaching an analytical or informational type of research and report writing.

The results of the case studies showed some broad similarities in the use of modern day analytical τοποι, or invention strategies, and some similarities in the progression of distinct phases in the invention process. It is also clear that certain logical or methodological criteria were operative in defining the boundaries of these phases. At a certain level of abstraction, a model has been proposed which segments the invention process into: (a) a data-survey and pattern recognition phase which culminates in the definition of a focal problem for the individual, (b) an analytical and strategy application phase during which various τοποι are systematically applied to the data patterns, and (c) a testing phase when certain logical criteria are used to assess the meaningfulness or fit between the analytical structure and the patterns in the data. These criteria have been termed a logic of plausibility. And, the three phase invention process is considered logically to be a retroductive process, a joint inductive and structural procedure. The operation of the process as a whole is considered in cognitive psychological terms to be a problem-solving process.

RELATIONSHIPS BETWEEN SELECTED DIMENSIONS OF WRITING AND DRAWING IN FIRST GRADE CHILDREN'S COMPOSITIONS

Order No. DA8305824

ZALUSKY, VILORA LYN, PH D. *The Ohio State University*, 1982. 117pp. Adviser: Professor Victor M. Rentel

Early in life children express themselves through the symbolic modes of written language and graphic representation. Soon after the onset of these symbolic productions, children show a general understanding that both print and pictures carry a message (Clay, 1975). By three years of age, children differentiate between writing and drawing in their own production processes (Harste, Burke, and Woodward, 1981). However, children during the early school years, when creating, expressing and producing messages, seem to freely generalize across these two symbolic modes utilizing both in their production (Zalusky, 1982), and it appears that a relationship may exist between children's writing and drawing. Thus it was the purpose of this study to determine the nature and extent of relationships between writing and drawing in children's productions and to explore the strength and possible components of such an association.

Twenty-seven, first-grade, middle-class subjects were asked to produce a story on a topic of their choice. These storybooks were rated using five rating scales to describe writing and drawing: concept of message, letter production, cohesive harmony index, elaboration, and placement. These five scales were divided into two subsets of factors--one to represent the writing scales and one to represent the drawing scales. A symmetrical canonical correlation analysis was performed to investigate relationships between drawing and writing. This analysis revealed a strong correlation between the two batteries of variables and showed that over one-half of the variance was shared equally by the two sets. The factors of concept of message, letter production, elaboration, and to a lesser extent, placement, appear to have been the components which contributed the most to the significant canonical correlation. In addition to these statistical findings, samples from three storybook productions were discussed to highlight and illustrate found relationships.

This study and the examples of children's work posit several provocative hypotheses concerning the relationships between symbol systems. Further investigation is necessary to determine the domains of the symbol systems, the interactive nature between them, and the underlying processes as well.

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